

APPENDIX C  
Institutional Survey  
For Use in Preparing the Institutional Report

Office of Postsecondary Education  
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2007-2008

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Institution name: *The College of Idaho*  
Respondent name and title: *Dennis D. Cartwright, Director of Teacher Education*  
Respondent phone number: *208-459-5815* Fax: *208-459-5043*  
Electronic mail address: *dcartwright@collegeofidaho.edu*  
Address: *2112 Cleveland Blvd.*

City: *Caldwell* State: *ID* Zip code: *83605*

Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

**Paperwork Burden Statement**


This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual.

**Section I. Pass rates.**

Please provide the information in the attached Institutional Report Tables C1, C2, C1a and C2a on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

# Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program


	<b>HEA - Title II</b>	
	<b>2007-2008 Academic Year</b>	
	Institution Name	COLLEGE OF IDAHO
	Institution Code	4060
	State	Idaho
Number of Program Completers Submitted		
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>		
8		

January 15, 2009

Type of Assessment		Institutional			Statewide		
Assessment Code Number		Number Taking Assessment	Number Passing Assessment	Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>							
021	EDUCATION OF YOUNG CHILDREN					56	
522	PRINCIPLES LEARNING & TEACHING K-6	3	3	100%	407	404	99%
523	PRINCIPLES LEARNING & TEACHING 5-9				4		
<b>Academic Content Areas</b>							
014	ELEMENTARY ED CONTENT KNOWLEDGE	3	3	100%	425	422	99%
041	ENG LANG LIT COMP CONTENT KNOWLEDGE	1	1	100%	84	84	100%
050	TECHNOLOGY EDUCATION				4		
061	MATHEMATICS: CONTENT KNOWLEDGE				42	42	100%
081	SOCIAL STUDIES: CONTENT KNOWLEDGE				61	60	98%
091	PHYSICAL ED: CONTENT KNOWLEDGE	1	1	100%	42	42	100%
100	BUSINESS EDUCATION				11	11	100%
113	MUSIC CONTENT KNOWLEDGE	1	1	100%	45	45	100%
120	FAMILY AND CONSUMER SCIENCES				18	18	100%
133	ART CONTENT KNOWLEDGE				27	26	96%
173	FRENCH CONTENT KNOWLEDGE				2		
181	GERMAN CONTENT KNOWLEDGE				1		
191	SPANISH CONTENT KNOWLEDGE				31	31	100%
220	SPEECH COMMUNICATION				5		
235	BIOLOGY CONTENT KNOWLEDGE				30	30	100%
245	CHEMISTRY CONTENT KNOWLEDGE				10	10	100%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

# Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program


 Educational Testing Service	HEA - Title II 2007-2008 Academic Year
Institution Name	COLLEGE OF IDAHO
Institution Code	4060
State	Idaho
Number of Program Completers Submitted	12
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	8

January 15, 2009

Type of Assessment	Assessment Code Number	Number		Institutional Pass Rate	Statewide		
		Taking Assessment	Passing Assessment		Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
PHYSICS CONTENT KNOWLEDGE	265				7		
PSYCHOLOGY	390				1		
GENERAL SCI CONTENT KNOWLEDGE	435				10	10	100%
PHYSICAL SCIENCE CONTENT KNOWLEDGE	481				1		
HEALTH EDUCATION	550				39	39	100%
MARKETING EDUCATION	560				2		
EARTH SCIENCE CONTENT KNOWLEDGE	571				14	14	100%
THEATRE	640				6		
AGRICULTURE	700				7		
ECONOMICS	910				2		
GEOGRAPHY	920				5		
GOVERNMENT/POLITICAL SCIENCE	930				16	16	100%
WORLD AND U.S. HISTORY: CK	941	2	2	100%	96	95	99%
SOCIOLOGY	950				3		
<b>Teaching Special Populations</b>							
READING SPECIALIST	300						
EDUC. EXCEPTIONAL STUDENTS: CK	353				14	14	100%
ENGL TO SPEAKERS OF OTHER LANGUAGES	360				46	46	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				14	13	93%
SPECIAL ED PRESCHOOL/EARLY CHILD	690				46	46	100%
					56	55	98%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

# Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program


 <i>Educational Testing Service</i>		<b>HEA - Title II Follow-Up 2004-2005 Academic Year</b>	
Institution Name		COLLEGE OF IDAHO	
Institution Code		4060	
State		Idaho	
Number of Program Completers Submitted		15	
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>		12	

November 4, 2008

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>							
PRINCIPLES LEARNING & TEACHING K-6	522	5	5	100%	261	255	98%
PRINCIPLES LEARNING & TEACHING 5-9	523	2	2	100%	4		
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	5	5	100%	140	139	99%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				42	41	98%
TECHNOLOGY EDUCATION	050				2		
MATHEMATICS: CONTENT KNOWLEDGE	061	2	2	100%	22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1	1	100%	33	33	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	1	1	100%	45	45	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC ANALYSIS	112	1	1	100%	35	35	100%
MUSIC CONTENT KNOWLEDGE	113				34	33	97%
FAMILY AND CONSUMER SCIENCES	120				8		
ART CONTENT KNOWLEDGE	133				14	14	100%
FRENCH CONTENT KNOWLEDGE	173				4		
GERMAN CONTENT KNOWLEDGE	181				1		
SPANISH CONTENT KNOWLEDGE	191				20	19	95%
SPEECH COMMUNICATION	220				6		
BIOLOGY CONTENT KNOWLEDGE	235				15	15	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

# Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

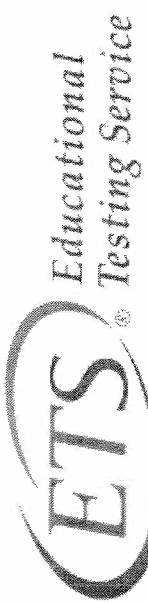
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November 4, 2008

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
PHYSICS CONTENT KNOWLEDGE	265				2		
LIBRARY MEDIA SPECIALIST	310				1		
PSYCHOLOGY	390				6		
GENERAL SCI CONTENT KNOWLEDGE	435				3		
PHYSICAL SCIENCE CONTENT KNOWLEDGE	481				4		
HEALTH EDUCATION	550				30	30	100%
MARKETING EDUCATION	560				6		
EARTH SCIENCE CONTENT KNOWLEDGE	571				3		
THEATRE	640				5		
AGRICULTURE	700				10	10	100%
HEALTH & PE: CK	856				1		
ECONOMICS	910				4		
GEOGRAPHY	920				4		
GOVERNMENT/POLITICAL SCIENCE	930	2	2	100%	20	20	100%
WORLD AND U.S. HISTORY: CK	941				7		
SOCIOLOGY	950				4		
<b>Other Content Areas</b>							
<b>Teaching Special Populations</b>							
READING SPECIALIST	300						
EDUC. EXCEPTIONAL STUDENTS: CK	353	1	1	100%	3		
ENGL TO SPEAKERS OF OTHER LANGUAGES	360				25	25	100%
					4		

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

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ED EXCEPT STUDENTS: MILD MODER. DISABIL		542				26	26	100%
SPECIAL ED PRESCHOOL/EARLY CHILD		690				2		

November 4, 2008

November 4, 2008

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2009, the relevant information is for those completing program requirements in academic year 2007-2008. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See manual pages 5 and 6.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

## **Section II. Program information.**

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2007-2008, including all areas of specialization.

1. Total number of students enrolled during 2007-2008: 93

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2007-2008? 14

3. Please provide the numbers of supervising faculty who were:

4 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

2 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.



Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2007-2008:  
6

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 2.3
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 30. The total number of hours required is 750 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
☒ Yes ☐ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the manual for the legislative language referring to "low-performing" programs.

### Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

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Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

**Department Handbook Revision** - The Education Department Faculty has been working on revising policies for the purpose of updating the Education Department Handbook. In some cases the unit has been relying on institutional policies that do not perfectly fit a program that goes through a state approval process, admits candidates, and recommends candidates for certification. One of the missing pieces was a formal appeal process. The process was prepared, approved by unit faculty, reviewed by the Teacher Education Advisory Council, and the approved by administration.

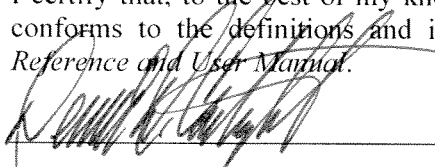
**Assessment** - As a follow-up to the institution's regional accreditation visit, the Vice President for Academic Affairs requested that each department provide a copy of their mission statement, a list of outcomes, and a procedure by which the outcomes would be measured. The work the unit completed the previous year addressed this request . the Department Faculty identified dispositions as an area that needed to be addressed more precisely. Dispositions needed to be identified and an assessment plan needed to be developed. A review of dispositions needed to be integrated into the checkpoint system by which the department tracks candidates.

**Elementary Mathematics Requirement** - In collaboration with the math department a new mathematics series was developed for students preparing to teach at the elementary level. These classes provided content and methodology consistent with the approach the Idaho State Department is promoting through the Idaho Math Initiative.

**Program Approval** - As the NCATE Preconditions report was being prepared, it was discovered that six of the programs leading to secondary certification had been conditionally approved by the state at the last full review by the Idaho Professional Standards Commission. Because of a change in administration in the State Department and at the college, the required follow-up visit had never be scheduled. The visit was scheduled for May 21, 2008. The Education Department Faculty working with the departments of Art, Music, Physical Education, Physics, and Theater to prepare for the focused visit. It is a challenge to meet performance-based standards for departments that do not have graduates every year. The portfolio process served the unit well by providing artifacts as evidence for candidate and students performance. All programs were approved.

#### Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Act, Title II: Reporting Reference and User Manual*.

 (Signature)

Dennis D. Carverwright Name of responsible institutional representative  
for teacher preparation program

Director of Education Programs Title

Certification of review of submission:

Robert A. Hoover by June E. Smith - designee  
(Signature)

Robert A. Hoover Name of President/Chief Executive (or designee)

President Title